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Sommario/riassunto	Drawing on rich ethnographic data, Critical Mathematics Education: Can Democratic Mathematics Education Survive under Neoliberal Regime? responds to ongoing discussions on the standardization in curriculum and reconceptualizes Critical Mathematics Education (CME) by arguing that despite obstructive implications of market-driven changes in education, a practice of critical mathematics education to promote critical citizenship could be implemented through open-ended projects that resonate with an inquiry-based collaborative learning and dialogic pedagogy. In doing so, neoliberal hegemony in education can be

countered. The book also identifies certain limitations of critical mathematical education and suggests pedagogic and curricular strategies for critical educators to cope with these obstacles.
